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ABSTRACT

This paper presents six original in-class activities for audience analysis and adaptation before, during, and after a speech presentation in a basic public speaking course. The activities in the paper combine audience information surveys, demographic traits, situational traits, adaptation strategies, adjustment to audience feedback, and self evaluation. Additionally, the activities in the paper give students practical and specific guidelines for accomplishing each task necessary in this component of speech preparation in an efficient manner--in the actual speech classroom. Each activity in the paper includes an explanation, objective, instructions, and activity sheets or evaluation forms. (RS)

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Enhancing Basic Public Speaking Skills Through the Use of Creative In-class Activities that Require Thorough Audience Analysis & Adaptation As A Part of General Speech Preparation

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Enhancing Basic Public Speaking Skills Through the Use of Creative In-class Activities that Require Thorough Audience Analysis & Adaptation as a part of General Speech Preparation

At one time or another all of us that teach the basic public speaking course have found ourselves between a rock and a hard place when it comes to teaching the class about the all important concept of audience analysis and adaptation. So what do we do? We discuss and discuss and discuss and end up with speeches in which the student has blatantly taken the audience's view for granted or has ignored it altogether. Many of the leading texts for speech all tell the student how important it is to know your audience, that audience surveys help you get that information and that the information gained must be used in reference to the speech topic so that the speech can be successfully adapted to a specific audience. So why is it that this important part of speech preparation is so often neglected by the beginning speech student? - Our approach.

In reviewing some texts for public speaking that are out on the market I find that they all approach the subject matter conceptually. They put everything in terms of " what the student would do" in order to analyze and adapt to the audience without giving a detailed step by step plan for actually doing so. This aspect though seemingly insignificant causes students to look a this important part of speech preparation as hypothetical "if I was doing this presentation in front of a real audience of people" and in turn gives the student the overall impression that the issues discussed therein in reference to audience analysis and adaptation are not pertaining to the speeches that they prepare for class and therefore should not be given much consideration.

So what I have done is made 6 original in-class activities for audience analysis and adaptation before, during and after the speech presentation. They combine several of the elements we all already discuss in this area of speech preparation - audience information surveys, demographic traits, situational traits, and adaptation strategies, adjustment to audience feedback and self evaluation. Additionally and most importantly these activities give the student some practical and specific guidelines for accomplishing each task necessary in this component of speech preparation in an efficient manner - in the actual speech classroom.

In addition to the activities achieving the specific teaching objectives mentioned, there are two good reasons for using them in the speech classroom. The first centers around the fact that students, when preparing a classroom speech presentation, need a formula to follow that is efficient and shows them exactly what to do to accomplish a practical and particular product from the concepts that they have learned in class. This helps the student understand the interdependence between what they are learning conceptually in the class and the application of that information to their actual audience analysis and adaptation for the classroom presentation.

Though most teachers give students an effective set of rules and guidelines for audience analysis and adaptation, important aspects of this process can be left out when the students decide what is important because "... this is not a real speech," or " I wouldn't really think about this in real life speeches so why must I do it here?" They do not understand how this applies to the speeches they do in class. With these activities, each task acts as a check and balance system for the other. Along the same lines follows the other reason for these creative activities in the class.

Second, students always want to know techniques that will help them accomplish more than one goal at a time during speech preparation. When teaching concepts in class and having students to apply those concepts during the speech preparation process are approached as separate entities, the student has two rather lengthy tasks to accomplish - learning the material and terminology then learning how to apply it to an actual speaking situation. Subsequently, students attempt to reduce their workload in preparation for their presentation for both good and bad reasons by skipping steps in the process usually leaving out audience analysis and adaptation aspects to their presentation. These activities as well as others I use in the course take advantage of the students' desire to "kill two birds with one stone," without compromising competence in speech preparation for convenience or time efficiency.

With this particular strategy, an instructor can turn two tasks for the student into one that accomplishes all the goals for effective audience analysis and adaptation before the actual classroom speech presentation. Using this same strategy I have also created, very innovative speech assignments that have students speaking a total of 9 different times during a semester. I will refer to these assignments during the presentation.

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Activity # 11 Group # 3 Individual ___ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

EXPLANATION:
This is an important activity because these are the people in front of which you will speak the entirety of the semester so the demographic traits of the audience will always stay relatively the same.

OBJECTIVE:
1. To help students assess the demographic traits of the speech audience in a collective manner.
2. To help students accomplish prior-audience analysis in an effective manner for a formal speech presentastion.
3. To give students an example of group questioning as perforrmed by the instructor.

INSTRUCTIONS:

1. As a class respond to the **class background questions** asked by the instructor buy a show of hands. The instructor will count the number of responses for each question and state those results.
2. Record the results of this group questioning for future reference for speech preparation on your own copy of the **Audience Demographic Data Sheet**.
3. If you make mistakes when this is done in class make the corrections on this sheet as well as any other changes necessary. For homework copy the corrected information on this sheet onto page _____ that you will turn in as part of your speech portfolio.

PLEASE NOTE:
This is the only time we will do this analysis in the course so make sure you have completed #2 very carefully.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

ACTIVITY SHEET

Audience Demographic Data Sheet - aids the speaker analyzing the necessary demographic information needed to make appropriate adjustments to the audience's physical characteristics in reference to a particular speech topic.

INSTRUCTIONS: Below the speaker must detail the following information about his/her particular audience .

	AUDEINCE AGE & INTELLIGENCE LEVEL	
Age Range:	Ages from ____ to ____	Student Avg. Age is? ____
	# of students > 21 yrs old? ____	# of students < 21 yrs old? ____
Academic Status:	First semester/year? ____	Second semester/year ____
	Third semester/year+? ____	Graduating? ____
	Transfer students? ____	Readmit students? ____
	Degree seeking students? ____	Non-degree seeking? ____
	Enrolled Full-time? ____	Enrolled Part-time? ____
Areas of Study:	Agriculture majors? ____	Art majors? ____
	Business majors? ____	Computer majors? ____
	Education majors? ____	Engineering majors? ____
	Foreign lang. majors? ____	Math majors? ____
	Medical Science majors? ____	Music majors? ____
	Natural Science majors? ____	Psychology majors? ____
	Social Science majors? ____	Theatre majors? ____
	Undeclared majors? ____	Special concentration? ____
	GENDER COMPOSITION & PERSPECTIVE	
Gender Composition:	# of Males in audience? ____	# of Females in audience? ____
	% of male students? ____	% of female students ____
Family Composition:	Married? ____	Single? ____
	Widowed? ____	Divorced? ____
	Have children? ____	Do not have children? ____
	% of class married ? ____	% of class with children ____
	RACIAL, ETHNIC & CULTURAL BACKGROUNDS	
National Origins:	Native to the US? ____	Native to this state? ____
	Native to this county? ____	Native to this city? ____
Racial/Cultural Backgrounds:	African-American ____ Asian ____ Caucasian ____ European ____ Hispanic____	
	Native American ____ Pacific Islander ____ Other____	
* **Life-style Habits:**	How many students smoke? ____ chew? ____ tobacco regularly or don't use it ____?	
	How many students consume any amount ____ no amount ____ of alcohol?	
	How many students eat red meat? ____ pork? ____ chicken? ____ fish? ____ regularly?	
	How many students are vegetarian? ____	
	How many students exercise regularly? ____ (3 to 5 times weekly 40 minutes or more)	
	How many students monitor the amounts of fats & salts in their diet regularly? ____	
	How many students fasten their seat belts regularly? ____	
	RELIGIOUS ORIENTATION & MORAL VIEWS	
Religious Background:	Atheist ____ Baptist ____ Catholic____ Church of Christ ____ COGIC____ Episcopal____ Islam ____	
	Jewish ____ Methodist ____ Nonden. ____ Pentecostal ____ Presbyterian ____ Other____	
* **Moral Views:**	How many students favor ____ do not favor?____ the capital punishment laws?	
	How many students favor ____ do not favor?____ the present gun laws?	
	How many students favor ____ do not favor?____ the prayer in school laws?	
	How many students favor ____ do not favor?____ the sex education/condoms in school?	
	How many students favor pro-life? ____ pro-choice? ____ on the abortion issue?	
	GROUP MEMBERSHIP & FINANCIAL STATUS	
Group Memberships:	How many students are ____ are not ____ members of groups outside work,school, church?	
	How many students are involved in social ____ political ____ religious ____ groups?	
	How many students are involved in similar groups ____ varied groups ____?	
Political Affiliations:	How many students are registered to vote? ____.	
	How many students voted? ____ did not vote?____ in the last election?	
	How many students are democratic? ____ republican? ____ independent? ____ politically?	
	How many students are conservative? ____ liberal? ____ in their political views?	
* **Employment & Financial Status:**	How many students hold a part-time? ____ full-time? ____ job or don't work ____?	
	How many students income is below ____ equal to ____ above ____ the national average?	
	How many students have a job that they truly enjoy ____ dislike ____?	
	How many students will change employment from within a year? ____	

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Activity # 12 Group # 3 Individual ___ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

ASK ME ANYTHING

EXPLANATION:
The activity acts as an agent to help you determine in what way(s) you might need to adapt your topic to your audience so that the speech will gain attention, hold interest and be relevant to those listening to it. To do this a speaker must individually survey its audience to discover the influence that a particular topic has on the situational traits of an audience.

OBJECTIVES:
1. To give students the opportunity to review and gain a better understading of the content needed for an audience information survey
2. To help students learn how to write the 3 types of questions that must be included on the survey in order for it to be effective at getting the desired information (prior audience analysis).
3. To give students class time to practice creating the good preliminary questions for a Audience Information Survey that could be used as prior audience analysis during the preparation of actual speech presentation.

INSTRUCTIONS:

1. In your groups you will use the general and specific topic along with its specific purpose, specific purpose statement and thesis statement that you intend to have in your final speech presentation. Clearly write your selection on the following activity sheet in the appropriate space provided*.
2. Review the **Nine Content Areas** for the classroom speech survey and make one **Fixed-Alternative,** one **Scale,** and one **Open-ended** question for each of the **areas** on the following activity sheet. This will give you a total of three similar questions per content area thus creating the **27 preliminary questions** for a survey. Look at the example on page ____.
3. Compare your questions with the example on page ____. Then let me skim your questions for overall accuracy to recieve credit for the activity.
4. For home work you must copy these corrected questions for your final speech presentation using the worksheet on page ____ to turn in as part of your speech portfolio.

PLEASE NOTE:
The preliminary questions must be written out clearly so others can understand them. You will only turn in one set of questions for the group, however it is suggested that either everyone write them down or get them copied before you leave today to help you complete your homework that is due by the next class.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

ACTIVITY SHEET

INSTRUCTIONS: Identify your speech topic and goals for your final speech presentation. Then fill in and/or circle all of the appropriate information to create 27 effective preliminary quesitons for a practice audience information survey that will be used for the following activity.

Speech Topic & Goals

General Topic: _____

Specific Topic: _____

General Purpose: To Inform To Persuade To Entertain
(circle the appropriate purpose).

Specific Purpose Statement (Edit - 1): _____

_____

_____

Thesis Statement (Edit - 1): _____

_____

_____

_____

_____

Preliminary Audience Analysis Survey Questions

(Circle the appropriate responses & Fill in the Blanks)

#01. Content Area: A B C D E F G H I

Format: Fixed Alternative Sliding Scale Open Ended

Survey Question: _____

_____

_____

_____

#02. Content Area: A B C D E F G H I

Format: Fixed Alternative Sliding Scale Open Ended

Survey Question: _____

_____

_____

_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

#03. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#04. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#05. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#06. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#07. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

Name _____ Activity #___ Date Due __/__/__ Section #____

#08. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#09. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#10. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#11. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#12. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

#13. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#14. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#15. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#16. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#17. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

Name _____ Activity #___ Date Due __/__/__ Section #____

#18. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#19. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#20. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#21. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#22. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

#23. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#24. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#25. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#26. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

#27. Content Area: A B C D E F G H I
Format: Fixed Alternative Sliding Scale Open Ended
Survey Question: _____
_____
_____
_____

Activity #13 Group #_3_ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

The Quiz Show

EXPLANATION:
The activity acts as a continuation of the survey process started with the previous activity. After the preliminary questions for a survey have been created then time must be taken to choose only the best questions to place on the actual audience information survey. Further, these questions must be placed in a particular strategic order and grouping as to keep the respondents attention when answering it and contain the pertinent information regarding the speech topic and its thesis.

OBJECTIVES:
1. To give students class time to have hands on practice learning the process of effective question selection for a survey.
2. To give students opportunity to design an audience information survey that could be used for an actual speech presentation (prior audience analysis).

INSTRUCTIONS:

1. Using the questions from the "Ask Me Anything Activity" decide upon the most appropriate 9 questions for the **Practice Audience Information Survey** (one from each content area). Be sure to label them by area and format.
2. Next, you will have to make sure that of these nine questions **3** are **fixed alternative, 3** are **scale** and **3** are **open-ended.** If not go back to your preliminary questions and swap out questions until you have such a combination for your initial nine questions. See the example on page ___.
3. Now, select from your preliminary questions **3 back-up questions** from same category of your three open-ended questions and add them to the previous nine questions you have selected. You also have the *option* at this point to pick **3 alternative questions** from the preliminary list. See the example on page ____.
4. Finally, arrange the questions on the following survey sheet according to the guidelines discussed in class for the **order and grouping** of questions on the survey and turn it in to your instructor. See the example on page ____.
5. For homework make the needed corrections, type and copy 25 times this **Audience Information Survey** for your final speech presentation. It will be part of your speech portfolio. **You will use this in class for the next activity**.

PLEASE NOTE:
The survey must be composed of 12 - 15 questions designed to gain information about the audience's situational traits, particularly the audience's; disposition toward the speech topic, disposition toward the speaker, and disposition toward the occasion and emotional climate of the speaking situation.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

Activity Sheet

INSTRUCTIONS: Below decide the best survey questions in reference to your speech topic from the Preliminary Audience Survey Questions your group has created and write them below in the proper sequence and grouping.

Speech Topic & Goals

General Topic: _____ Speech Option # ___

Specific Topic: _____

General Purpose: To Inform To Persuade To Entertain
(circle the appropriate purpose).

Specific Purpose Statement (Edit - 1): _____

_____

_____

Thesis Statement (Edit - 1): _____

_____

_____

_____

_____

Audience Analysis Survey Questions

Please answer each question below to the best of your ability.
There are no right or wrong answers.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

9. _____

_____

_____

10. _____

_____

_____

11. _____

_____

_____

12. _____

_____

_____

*13. _____

_____

_____

*14. _____

_____

_____

_____

*15. _____

_____

_____

*Indicate optional questions for the survey.

Activity #14 Group #___ Individual _3_ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

The Survey Sez!

EXPLANATION:
The activity is designed to help students learn to conduct an audience information survey and record the results from it in an organized way.

OBJECTIVES:
1. To give students class time to conduct the survey individually to find out the situational traits of the audience in reference to their own speech topic.
2. To help students learn how to record the results from their surveys in an organized way thus creating their own Audience Survey Response Sheet.
3. To assist students in their interpretation of information from survey responses in order to fill out the Audience Situational Data Sheet accurately.

INSTRUCTIONS:

1. During class, you will **conduct the survey** you created for homework using **individual questioning** to gain the proper feedback in reference to your speech topic. So make sure you have a copy of the survey for everyone.
2. Next, you will record on the following actvity sheet the class responses to each question on your survey thus creating your **PracticeSurvey Response Sheet** for the speech presentation. Look at the the example on page _____.
3. Looking at the response sheet each student will then interpret the overall results from the survey and use that information to fill out the **Practice Audience Situational Data Sheet** on activity sheet 2.
4. For homework the sheets completed in steps 2 & 3 must be corrected and made legible on pages _____ as they are to be turned in as part of your speech portfolio.

PLEASE NOTE:
When conducting your survey please be prepared to answer questions posed by any audience member if they do not understand or need clarification on any of your questions.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

Activity Sheet 1

INSTRUCTIONS: Below the speaker must record the responses gained from the Audience information Survey in reference to his/her speech topic. In particular, the speaker must indicate the number of each question answered and make proper record of its response(s) in one of the three situational trait divisions on the following Survey Response Sheet for later interpretation. Finally, this sheet is to be placed in the speech portfolio.

The Practice Survey Responses

TOPIC DISPOSITION QUESTIONS (A,B,C)

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

SPEAKER DISPOSITION QUESTIONS(D,E,F)

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

OCCASION DISPOSITION QUESTIONS (G,H,I)

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

#___ _____

_____

_____

Total number of respondents to survey _____

Type of questioning used: ____ Group ____Individual

Survey Checklist

❑1. On the following scale rate how well you followed all of the guidelines for creating and designing the survey as was practiced and discussed in class? (circle your response)

a) excellent b) good c) average d) poor

❑2. Did you organize your responses to each type of question (fixed, scale and open ended) as discussed in class? Yes or No?

❑3. Are all of your responses clearly indicated on this response sheet?

❑4. True or False; All questions were answered on my survey by the majority of the respondents? If false, indicate which of the above were unanswered with an asterisk (*).

❑5. Do all of the question responses make since to you? Yes or No?

❑6. Do you believe that the respondents answered your questions sincerely and seriously? Yes or No? (circle your response)

❑7. In your opinion, are there any questions on your survey that were answered abruptly or in a less than respectful manner? If so, you may discuss that with me in person.

Name _____ Activity #___ Date Due __/__/__ Section #____

Activity Sheet

INSTRUCTIONS: Below the speaker must record the following situational information as interpreted from the Audience Survey Response Sheet in reference to his/her particular topic and attach a copy of these results to the Formal Outline along with the actual survey that was used to gain the information.

The Practice Audience Situational Data Sheet

AUDIENCE SIZE - AVERAGE = _____

Audience members	_____ pres.	_____ absent =	_____ total
Audience attendance	_____ <avg.	_____ average	_____ >average
Expected Formality level	_____ high	_____ medium	_____ low
Anxiety level due to audience	_____ high	_____ medium	_____ low

PHYSICAL SETTING (CLASSROOM)

Time of day speech is given	_____ morn.	_____ afternoon	_____ evening
Temperature of room	_____ comfortable	_____ uncomfortable	
Lighting	_____ adequate	_____ inadequate	
Furniture arrangement	_____ satisfactory	_____ unsatisfactory	

TOPIC DISPOSITION (A,B,C)

Audience interest in topic	_____ high	_____ medium	_____ low
Audience knowledge of topic	_____ high	_____ medium	_____ low
Audience attitude toward topic	_____ neg.	_____ positive	_____ neutral
Audience attention span to topic	_____ < avg.	_____ average	_____ >average

SPEAKER DISPOSITION (D,E,F)

Audience satisfaction with speaker's interest/ intent with the topic	_____ high	_____ medium	_____ low
Audience satisfaction with speaker's experience with the topic	_____ high	_____ medium	_____ low
Audience satisfaction with speaker's attitude toward preparation and performance in light of past speeches	_____ neg.	_____ positive	_____ neutral

OCCASION DISPOSITION (G,H,I)

Audience perception of topic's appropriateness to class setting, season of year &/or any known current events related to topic	_____ high	_____ medium	_____ low
Audience perception of topic's appropriateness to speech time limit requirement	_____ high	_____ medium	_____ low
Audience perception of topic appropriateness to the speech assignment	_____ neg.	_____ positive	_____ neutral

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Activity #15 Group #___ Individual _3_ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

Mission: Top Secret

EXPLANATION:
The activity was created to give students practice preparing a strategy for dealing with a particular topic in a given audience effectively. Finally, the results of the activity will cause students to become further acquainted with the individual members of their audience thus reducing the amount of communication apprehension that may be present at speech time.

OBJECTIVES:
1. To prepare students to use the information assembled from both the demographic and situational audience analyses to accurately fill out the Plan of Adaptation Sheet in reference to a speech topic for an upcoming speech assignment.
2. To help students revise their specific purpose and thesis statements in terms of the adaptation strategies chosen in preparation for a speech assignment.

INSTRUCTIONS:

1. Review the information recorded on both the **Demographic** and **Situational** audience data sheets. Then complete a **Practice Plan of Adaptation Sheet** in preparation for your final speech assignment. **Look at the example on page ____.**
2. In each of the **5 demographic** and **5 situational categories** represented you must make *action statements* that tell **specifically** what you plan to do with your topic in respect to the information reviewed in step #1.
3. Once you have finished this part of the practice sheet you must also determine any needed revision(s) of the initial **specific purpose and thesis statements** in respect to your chosen (plans) adaptation strategies.
4. For homework your **actual plan of adaptation** must be completed, corrected and made legible on worksheet page _____ as it is to be turned in as part of your speech portfolio.

PLEASE NOTE:
Remember the statements you make on this form should be action statements that indicate what you will do to adapt your presentation to an audience with the suggested characteristics.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

ACTIVITY SHEET - 1

NSTRUCTIONS: Each speaker must comment in a few sentences in reference to the adjustments that will be made in each area of the demographic traits of the audience, make any further adjustments to the specific purpose statement and thesis of the speech and put a copy of this sheet in the speech portfolio.

Adaptations to the Audience Demographic Traits

Age & Intellegence Level:	_____ _____ _____ _____
Gender Composition & Perspective:	_____ _____ _____ _____
Racial, Ethnic & Cultural Backgrounds:	_____ _____ _____ _____
Religion & Moral Views:	_____ _____ _____ _____
Group Membership & Financial Status:	_____ _____ _____ _____

Specific Purpose Statement (Temp.): _____

_____

_____

Thesis Statement (Temp.): _____

_____

_____

_____

_____

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Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

ACTIVITY SHEET - 2

INSTRUCTIONS: Each speaker must comment in a few sentences in reference to the adjustments that will be made in each area of the situational traits of the audience, make any further adjustments to the specific purpose statement and thesis of the speech and put a copy of this sheet in the speech portfolio.

Adaptations to the Audience Situational Traits

Audience Size:	
Physical Setting:	
Topic Disposition:	
Speaker Disposition:	
Occasion Disposition:	

Specific Purpose Statement (Edit - 2): _____

Thesis Statement (Edit - 2): _____

Activity # 26 Group # 3 Individual ___ Date Assigned __/__/__ Activity Points Earned ____

Required Activity

Chain Reactions

EXPLANATION:
Any time you communicate you must be aware of the audience's reactions to what you say and more importantly be able to adjust to them in a way that shows you value their perceptions. It is a sign of an ineffective speaker when one ignores or makes no adjustment to the audiences either verbal or nonverbal messages. This is not to imply that one must change their message so an audience will always agree but it must be evident that a speaker accounts for the audience's view on an issue as well as its understanding of the message due to the physical and mental variables of the speaking situation. This activity is designed to give you the needed practice adapting to the to the feedback of an audience during a speech (process-speech analysis).

OBJECTIVES:
1. To help students identify audience reactions (feedback) and their meaning in any speaking situation.
2. To help students determine a course of action when an audience has given feedback in a speaking situation.

INSTRUCTIONS:

1. On your own paper make a group chart like the one on the opposite page and list in the first column **10 audience behaviors** a speaker may witness during a speech. In the second column tell what each behavior can mean as it is identified from the speaker's point of view and in the 3rd column tell what you might do as the speaker to **react** to such feedback given in order to insure listener understanding of a message.
2. Then as a class we will participate in a **feedback symposium** with me as the moderator in which class members will comment randomly on those actions decided upon in #1 and develop a **set of chain reactions** for the speech classroom based on this discussion. We will do this in a question and answer format similar to the "talk shows" on TV.
3. The final product of the symposium will be a list of 10 of the most common audience behaviors and their best reactions entitled **Audience/Speaker Chain Reactions**
4. As the class develops this list you must write it out on your own activity sheet for future reference. Turn in your group activity for credit on the exercise.
5. For homework think of the results of this activity as you practice speech delivery filling in the practice schedule on page ____ to turn in as part of your speech portfolio.

PLEASE NOTE:
Only instruction #4 should be completed on the following activity sheet.

Name _____ Activity #___ Date Due __/__/__ Section #____

Activity Sheet

Audience/Speaker Chain Reactions

Audience Behavior	Meaning	Speaker Reactions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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Activity #* Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____

Siskel & Ebert

SPECIAL 50 PT. REQUIRED ACTIVITY*

EXPLANATION:
The main purpose of this exercise is to give students the opportunity to learn more about the speech process through the critical evaluation of speech presentations that occur in the classroom. Specifically, the exercise will give students training in the listening and evaluation of the final speech presentation in 14 of the 21 areas of evaluation. Students will evaluate their peers speeches, thus strengthening their own knowledge of the speech process. Finally, such process-speech analysis and evaluation will help in the student's preparation of speeches for outside of the classroom.

OBJECTIVES:
1. To practice skills in the listening and note-taking discussed in class
2. To practice the evaluating of other student's speech presentations. (process speech analysis)

INSTRUCTIONS:

1. Place your **student evaluation code** on all 27 of the following evaluation forms (3 forms per page). This code is the last 4 digits of your social security number.
2. Beginning with the **evaluation category** assigned to you by your instructor **(A - G/ O - U)** fill in the **speaker number** space on each of your **evaluation forms** consecutively to equal the number of people in your class. Remember the **E category** has two forms that must be numbered identically.
3. Mark **~~through~~** all of the categories you will not use with an **X**. Do the same to the category with your speaker number on the **speech sign-up sheet** since you will not evaluate yourself during your speech presentation. **Look at the instructors example before you begin this step.**
4. Write in the full name of the **speaker** whose order on the speech sign-up sheet matches the **speaker number** you have on an **audience evaluation form**. The instructor will read this speaker order to the class.
5. On speech day after listening to a speaker and assigning a score to the appropriate **evaluation category** cut that form from your workbook and hand it to the instructor. **You must be present on all of the speech days to recieve credit for this activity.**

PLEASE NOTE:
When evaluating each student remember to be fair, honest, and constructive in your criticism(s). Make sure you understand what you intend to critique so you are able to assign a fair score to the area. The elements of each area are written on each form as a reminder to you. Be sure to include comments on the speaker strength(s) and improvement possibilities in reference to the evaluation category you are reviewing. Remember, this counts as part of the student's grade and the same audience will have the opportunity to grade you as well.

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Name _____ Activity #___ Date Due __/__/__ Section #____

Audience Evaluation Forms

I. CONTENT EVALUATION CATEGORIES: (A - G) *The Formal Manuscript Outline*

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

A. Topic Choice & Speech Goals: 6 7 8 9 10 ☐

NOTES

1. topic intellectually stimulating & benefical to audience
2. topic narrowed to a specific area for discussion inside time limit
3. specific purpose statement is clear and limited to one idea
4. thesis statement brief but not vague or general
5. speaker discusses topic w/audience in mind throughout speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

B. Research Use: 9 10 12 13 14 ☐

NOTES

1. obvious throughout the presentation and pertinent to points
2. primary source used in speech at some point appropriately
3. secondary sources taken from as many types available
4. used in speech in a creative way to impact audience
5. increased speaker credibility during the presentation

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

C. Introduction: 0 5 6 7 8 ☐

NOTES

1. attention getting statement effective at holding interest
2. creative revealing of topic using specific purpose statement
3. clear establishment of credibility and intentions with audience
4. accurate thesis statement with main point preview
5. relatively brief and creatively constructed

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

D. Main Points & Subpoints: 10 11 12 13 15 ☐

NOTES

1. demonstrate chosen organizational design
2. are worded clearly and consistently throughout
3. are coherent, placed in logical order and collaborate thesis
4. are stated in complete sentences throughout speech
5. are pulled together with various speech connectives

Comment on Strength(s)

Comment on Area(s) for Improvement

---

* REMEMBER THE SPEAKER NUMBERS FOR THE "E" CATEGORIES ARE IDENTICAL AND YOU WILL EVALUATE ONLY ONE OR THE OTHER DURING THE SPEECHES

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

* **E. Supporting Materials: (to inform)** 10 11 12 13 15 ☐

NOTES

1. examples used relevant, interesting, memorable & appropriate
2. facts used relevant, recent and timely as possible
3. statistics used sparingly and explained clearly to quantify topic
4. testimony from qualified, unbaised and various sources
5. sources of all supporting materials stated during the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

---

* REMEMBER THE SPEAKER NUMBERS FOR THE "E" CATEGORIES ARE IDENTICAL AND YOU WILL EVALUATE ONLY ONE OR THE OTHER DURING THE SPEECHES

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

* **E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)** 10 11 12 13 15 ☐

NOTES

1. appropriate argument chosen in respect to claim(s) made
2. evidence used to substantiate claims effectively and correctly
3. proofs interpret evidence and give reason for change
4. arguments demonstrate appropriate pattern of reasoning
5. arguments coalate with organizational design chosen

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

F. Overall Language Use: 6 7 8 9 10 ☐

NOTES

1. word choice simple and from your general vocabulary mostly
2. recognition and special vocabulary used sparingly when needed
3. denotation, connotation considered in vocabulary use
4. emotion used to make the audience feel something about topic
5. motivation evoked appropriate reactions from the audience

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

G. Conclusion: 0 5 6 7 8 ☐

NOTES

1. properly signaled the end of the speech presentation
2. restated the thesis in a clear succinct manner
3. closing statement creative and appropriate for presentation
4. demonstrated closing mannerisms and delivery to conclude
5. relatively brief and creatively constructed

Comment on Strength(s)

Comment on Area(s) for Improvement

III. STYLE EVALUATION CATEGORIES: (O - U) *Presentation Delivery*

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

O. Process Audience Analysis: 4 5 6 7 8 ☐

NOTES

1. adjustments made during speech due to audience size
2. adjustments made during speech due to changes in setting
3. adjustments made during speech due to audience attitudes
4. adjustments made during speech due to audience feedback

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

P. Nonverbal Delivery: 8 9 10 11 12 ☐

NOTES

1. gestures & bodily action effective throughout speech
2. effective eyecontact maintained throughout presentation
3. facial expression conveys intended meaning throughout speech
4. pauses appropriate and few vocal interferences during speech
5. obvious practice on the above elements of the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

Q. Nonverbal Messages: 6 7 8 9 10 ☐

NOTES

1. personal appearance professional and suited to presentation
2. paralanguage indicative of & parallel with message of speech
3. enthusiasm of speaker evident throughout the speech
4. spontaneous attitude of the speaker to make subject seem fresh
5. notecard speaking outline used inconspicuously during speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

R. Verbal Delivery: 7 8 9 10 11 ☐

NOTES

1. adjustment of volume to the room, audience and/or other noise
2. grouping and accenting sounds for proper pronunciation
3. proper use of the speech articulators to project clear articulation
4. speaking at a normal rate of speed that is easily understood
5. obvious practice on the above elements of the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

S. Verbal Messages: 8 9 10 12 13 ☐

NOTES

1. using vocal inflections due to the vocal pitch to indicate feeling
2. effective pace & rhythm of voice to set moods in speech
3. producing a pleasant tone that exemplifies good vocal quality
4. modulation of the voice in different ways to insure vocal variety
5. content of formal manuscript outline followed during speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

T. Visual Aid Usage: 11 12 14 16 18 ☐

NOTES

1. 3 visuals size/print is large enough to be seen by the audience
2. 3 visuals clearly displayed only while being discussed
3. 3 visuals are carefully explained to audience during speech
4. effective eyecontact and manipulation of visuals during speech
5. visuals used are appropriate for point(s) being made

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

U. Time Management: 0 5 6 7 8 ☐

NOTES

1. recorded time ___:_____
2. within time req. (30 sec. intervals are automatic deductions + or -)
3. covered necessary components to speech before concluding
4. appropriate % of time spent on each part of presentation

Comment on Strength(s)

Comment on Area(s) for Improvement

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The following extra forms are included to be used with classes that have more than 14 speakers for the final presentation

Audience Evaluation Forms

I. CONTENT EVALUATION CATEGORIES: (A - G) *The Formal Manuscript Outline*

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

A. Topic Choice & Speech Goals: 6 7 8 9 10 ☐

NOTES

1. topic intellectually stimulating & benefical to audience
2. topic narrowed to a specific area for discussion inside time limit
3. specific purpose statement is clear and limited to one idea
4. thesis statement brief but not vague or general
5. speaker discusses topic w/audience in mind throughout speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

B. Research Use: 9 10 12 13 14 ☐

NOTES

1. obvious throughout the presentation and pertinent to points
2. primary source used in speech at some point appropriately
3. secondary sources taken from as many types available
4. used in speech in a creative way to impact audience
5. increased speaker credibility during the presentation

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

C. Introduction: 0 5 6 7 8 ☐

NOTES

1. attention getting statement effective at holding interest
2. creative revealing of topic using specific purpose statement
3. clear establishment of credibility and intentions with audience
4. accurate thesis statement with main point preview
5. relatively brief and creatively constructed

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

D. Main Points & Subpoints: 10 11 12 13 15 ☐

NOTES

1. demonstrate chosen organizational design
2. are worded clearly and consistently throughout
3. are coherent, placed in logical order and collaborate thesis
4. are stated in complete sentences throughout speech
5. are pulled together with various speech connectives

Comment on Strength(s)

Comment on Area(s) for Improvement

* REMEMBER THE SPEAKER NUMBERS FOR THE "E" CATEGORIES ARE IDENTICAL AND YOU WILL EVALUATE ONLY ONE OR THE OTHER DURING THE SPEECHES

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

* **E. Supporting Materials: (to inform)** 10 11 12 13 15 ☐

NOTES

1. examples used relevant, interesting, memorable & appropriate
2. facts used relevant, recent and timely as possible
3. statistics used sparingly and explained clearly to quantify topic
4. testimony from qualified, unbaised and various sources
5. sources of all supporting materials stated during the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

* REMEMBER THE SPEAKER NUMBERS FOR THE "E" CATEGORIES ARE IDENTICAL AND YOU WILL EVALUATE ONLY ONE OR THE OTHER DURING THE SPEECHES

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

* **E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)** 10 11 12 13 15 ☐

NOTES

1. appropriate argument chosen in respect to claim(s) made
2. evidence used to substantiate claims effectively and correctly
3. proofs interpret evidence and give reason for change
4. arguments demonstrate appropriate pattern of reasoning
5. arguments coalate with organizational design chosen

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

F. Overall Language Use: 6 7 8 9 10 ☐

1. word choice simple and from your general vocabulary mostly
2. recognition and special vocabulary used sparingly when needed
3. denotation, connotation considered in vocabulary use
4. emotion used to make the audience feel something about topic
5. motivation evoked appropriate reactions from the audience

NOTES

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

G. Conclusion: 0 5 6 7 8 ☐

1. properly signaled the end of the speech presentation
2. restated the thesis in a clear succinct manner
3. closing statement creative and appropriate for presentation
4. demonstrated closing mannerisms and delivery to conclude
5. relatively brief and creatively constructed

NOTES

Comment on Strength(s)

Comment on Area(s) for Improvement

III. STYLE EVALUATION CATEGORIES: (O - U) *Presentation Delivery*

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

O. Process Audience Analysis: 4 5 6 7 8 ☐

1. adjustments made during speech due to audience size
2. adjustments made during speech due to changes in setting
3. adjustments made during speech due to audience attitudes
4. adjustments made during speech due to audience feedback

NOTES

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

P. Nonverbal Delivery: 8 9 10 11 12 ☐

NOTES

1. gestures & bodily action effective throughout speech
2. effective eyecontact maintained throughout presentation
3. facial expression conveys intended meaning throughout speech
4. pauses appropriate and few vocal interferences during speech
5. obvious practice on the above elements of the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

Q. Nonverbal Messages: 6 7 8 9 10 ☐

NOTES

1. personal appearance professional and suited to presentation
2. paralanguage indicative of & parallel with message of speech
3. enthusiasm of speaker evident throughout the speech
4. spontaneous attitude of the speaker to make subject seem fresh
5. notecard speaking outline used inconspicuously during speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

R. Verbal Delivery: 7 8 9 10 11 ☐

NOTES

1. adjustment of volume to the room, audience and/or other noise
2. grouping and accenting sounds for proper pronunciation
3. proper use of the speech articulators to project clear articulation
4. speaking at a normal rate of speed that is easily understood
5. obvious practice on the above elements of the speech

Comment on Strength(s)

Comment on Area(s) for Improvement

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Audience Evaluation Forms

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

S. Verbal Messages: 8 9 10 12 13 ☐

NOTES

1. using vocal inflections due to the vocal pitch to indicate feeling
2. effective pace & rhythm of voice to set moods in speech
3. producing a pleasant tone that exemplifies good vocal quality
4. modulation of the voice in different ways to insure vocal variety
5. content of formal manuscript outline followed during speech

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

T. Visual Aid Usage: 11 12 14 16 18 ☐

NOTES

1. 3 visuals size/print is large enough to be seen by the audience
2. 3 visuals clearly displayed only while being discussed
3. 3 visuals are carefully explained to audience during speech
4. effective eyecontact and manipulation of visuals during speech
5. visuals used are appropriate for point(s) being made

Comment on Strength(s)

Comment on Area(s) for Improvement

Speaker Name _____ Speaker # ___ Student Evaluation Code _____ SCORE

U. Time Management: 0 5 6 7 8 ☐

NOTES

1. recorded time ___:_____
2. within time req. (30 sec. intervals are automatic deductions + or -)
3. covered necessary components to speech before concluding
4. appropriate % of time spent on each part of presentation

Comment on Strength(s)

Comment on Area(s) for Improvement

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Activity # 29 Group #___ Individual 3 Date Assigned __/__/__ Activity Points Earned ____

Required Activity

Curtain Calls

EXPLANATION:
The main purpose of this exercise is to give students the opportunity to learn more about the speech process through the critical evaluation of one's own speech presentation. Specifically, the exercise will give students training in the listening and evaluation of the final speech presentation under two more situations. Students will evaluate their own speech and compare that evaluation with those of the instructor and peers. Finally, such post-speech analysis and evaluation will help student's preparation of speeches for outside of the classroom.

OBJECTIVES:
1. To practice skills in the listening and evaluating of one's own speech presentation.
2. To practice skills in determining the common ground of all three evaluations on the students final speech presentastion so as to prepare better for speaking outside of the classroom environment.

Instructions

1. After your own presentation you must view the **video tape** of your speech and assign yourself points for **Self** in each category group listed on the **Self- Evaluation & Comparison Form.** (Content, Preparation & Style)
2. Now, plot the scores of the **audience** and **instructor** determined from the respective evaluation forms on the same sheet as above using the appropriate symbols and note the similarities and differences in the scoring.
3. Add the scores of each evaluator and put their **sub-score totals** on the bottom of the following page along with the **average** of the three **scores** and the **grade** the average represents on the grade scale included.
4. Finally, analyze these results and answer the questions on the **Post Speech Audience Analysis Form** at the end of this activity and turn this in on the Final Exam day on __ / __ / __ .

Name _____ Activity #___ Date Due FINAL Section #____

Self-Evaluation & Comparison Form

Self Evaluation Symbol =s Audience Evaluation Symbol = m Instructor Evaluation Symbol = o

I. CONTENT EVALUATION CATEGORIES: (A - G) The Formal Mauscript Outline						SCORE
A. Topic Choice & Speech Goals:	6	7	8	9	10	
B. Research:	9	10	12	13	14	
C. Introduction:	0	5	6	7	8	
D. Main Points & Subpoints:	10	11	12	13	15	
* E. Supporting Materials: (to inform)	10	11	12	13	15	
* E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)	10	11	12	13	15	
F. Overall Language Use:	6	7	8	9	10	
G. Conclusion:	0	5	6	7	8	

II. PREPARATION EVALUATION CATEGORIES: (H - N) The Speech Portfolio						SCORE
H. Topic Selection & Speech Goals:	6	7	8	9	10	
I. Prior Audience Analysis - Survey:	10	11	12	13	15	
J. Research Bibliograhies.	10	11	12	13	15	
K. Organizational Design:	6	7	8	9	10	
L. Manuscript & Delivery Outlines:	10	11	12	13	15	
M. Visual Aid Selection & Preparation:	10	11	12	13	15	
N. Audience Adaptation :	6	7	8	9	10	

III. STYLE EVALUATION CATEGORIES: (O - U) Presentation Skills- Video						SCORE
O. Process Audience Analysis:	4	5	6	7	8	
P. Nonverbal Delivery:	8	9	10	11	12	
Q. Nonverbal Messages:	6	7	8	9	10	
R. Verbal Delivery:	7	8	9	10	11	
S. Verbal Messages:	8	9	10	12	13	
T. Visual Aid Usage:	11	12	14	16	18	
U. Time Management:	0	5	6	7	8	

Self Evaluation Sub- score: + _____
Audience Evaluation Sub-score: + _____
Instructor Evaluation Sub-score: + _____

GRADE SCALE
A = 237.5 - 250 B = 212.5 - 237.4 C = 175.0 - 212.4 F = 174.9 & Below

Averaged Score: =
Averaged Grade: = _____

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Post Speech Audience Analysis Form

Briefly, answer all of the questions below to the best of your ability, using the **Self Evaluation and Comparison Form** and your experiences from the Final Speech Presentation assignment.

1. Was the final speech presentation your best effort? If not, why?

   _____

   _____

2. In what part of the evaluation did you recieve the highest scores?

   _____

3. In what part of the evaluation did you recieve the lowest scores?

   _____

4. On whose evaluation form did it seem your scores were consistantly lower? (self, audience, instructor) Circle your response.

5. On whose evaluation form did it seem your scores were consistantly higher? (self, audience, instructor) Circle your response.

6. What area(s) on all of the evaluation forms were scored about the same?

7. What area(s) on all of the evaluation forms were scored very differently?

8. What were two comments you recieved that you feel are the most helpful to you in reference to all of the speech evaluations?

   _____

   _____

9. Do you feel you were rated fairly, honestly and conscientiously in each of the categories on the evaluation by all three evaluators? If not, please explain.

   _____

   _____

10. As indicated by your scores do you feel there were any categories in which the audience or instructor had unrealistic expectations?

    _____

    _____

Name _____ Activity #___ Date Due __/__/__ Section #____

11. What do you think is the audience's overall impression of you after your final speech presentation? Please explain.

_____

_____

12. How well do you think you prepared for this final presentation?

_____

_____

13. Do you feel the instructor's score in the category of preparation indicates your time and effort? If not, why?

_____

_____

14. What area in preparation did you recieve the highest score?

15. What area in preparation did you recieve the lowest score?

16. In what specific way do you feel you need to improve in the category of preparation for a speech?

_____

_____

17. What did you like about this evaluation instrument? Please explain.

_____

_____

18. What didn't you like about this evaluation instrument? Please explain.

_____

_____

19. What specific areas do you feel you can improve upon before speaking in a public situation based on the evaluation scores?

_____

_____

20. What specific areas do you feel you will need to study more effectively before speaking in a public situation based on the evaluation scores?

_____

_____

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